



## Professional Book Discussion Guide

**Book Title:** *The ANSWER Key Routine for Extended Response*

**Summary of Book:** *This is the training book used during professional development for “The ANSWER Key Routine”. Part 1 describes extended response writing, text-dependent questions, challenges students face, and connections to state standards. It also reviews how extended response can be used in the content classroom to support learning. Part 2 presents common terminology used in question prompts, examples of questions that require a range of thinking, and practice generating content-related question prompts. Parts 3 and 4 provide details for teaching the steps in the ANSWER Routine: (1) Analyze the question, (2) Note plan, (3) Skim, read and select, (4) Write the response, (5) End by revising. Part 5 provides suggestions for providing effective feedback to students.*

### Part 1: About Extended Response Writing

- Explain to a colleague a description of extended response writing, its purpose, and the types of writing that can be used in extended writing.
- Review the chart on p. 12. Why does the chart address both comprehension and writing skills?
- Make a list of the literacy state standards that will be your focus as you use *The ANSWER Key Routine*.
- Describe what makes a question *text-dependent*. Complete the activity on pages 14-15.
- Reflect on the wording at the bottom of p. 15 and the top of p. 16. Why do you think this book recommends that teachers develop extended writing tasks based on content-related question prompts on a regular basis as a way to prepare students for state writing assessments?
- Complete the activity on pages 17-18. Share your response with colleagues.
- What are the three sets of skills that students must integrate in order to write successful extended responses?
- Review the list of literacy skills in Figure E that are needed to answer extended response questions. Think of some students who struggle with extended response and then identify which literacy skills may be causing them to struggle.
- Can you use the chart in Figure F (*Key Performance Criteria Terms*) in your classroom? If not, how could you adapt it so you could?
- Do you agree with this statement by the author: “*Extended response is a way of using writing to learn. Using extended response with classroom reading is an excellent way to help students improve their comprehension and long-term memory of content information. When students write about text, they think on paper.*” Why or why not?
- Complete the activity on p. 25. Share your response with colleagues.

### Part 2: Create Extended Response Question Prompts

- Review the chart of common terminology in Figure G. Can you use it in your classroom? If not, how can you adapt it so you could?

- Read the explanation about the range of thinking required to answer certain questions on pages 30-32. Then complete the activity on pages 32-33. Share your response with colleagues.
- Review the sample question prompts in Figure I, the list of tasks on p. 37, and the question generation template on p. 38. Then complete the activity by generating 3 of your own questions on p. 38-39. Share your questions with colleagues.

### **Part 3: What is the ANSWER Key Routine?**

- Review the A, N, S, W, ER steps of the routine in Figure K. Do you already teach students a routine for answering extended response questions? If so, how is it similar and different from the ANSWER Routine?
- Explain how the steps in the ANSWER Routine are aligned to the stages of the writing process.
- Give an example from your teaching where you have used the *Gradual Release of Responsibility* model.

### **Part 4: Steps in the Routine**

- Why does the author use the term “dissect” to describe analysis of a question prompt?
- Complete the activity on p. 31. Share your response with colleagues.
- Explain how two-column notes are used at the *Note Plan* step of the routine.
- Why would it be helpful to restate the essential question at the top of the two-column notes?
- Using the three sample question prompts on p. 50, start to set up the left column of notes using the space on p. 54 and 55. Share your response with colleagues.
- Choose 2 of the question prompts you generated in Part 2 on pages 38-39. Complete the activity on pages 55-56 by setting up notes for these two questions.
- Use Sources A and B on pages 112-115. Skim the sources and answer the questions on page 57.
- Read the explanation about the difference between information that is “right there” vs. information that must be inferred on p. 58. Then complete the activity on p. 59 using sources A and B.
- Take notes on p. 60 from Source A. Share your notes with colleagues.
- Review Source B. Then answer the question on p. 61.
- Review the list of questions on pages 61-62 that can be given to students to reflect on their notes. Can you use this list in your classroom? If not, how can you adapt it so you could?
- Why is it helpful for students to write an introductory statement that restates the question or claim that the student is defending?
- Create a simple and expanded introduction on p. 66.
- Review the connecting language in Figure Q. Can you use this list with your students? If not, how can you adapt it so you could?
- Do your students use grade-appropriate transition words and phrases when they write? Would it be helpful to provide a list of transitions such as in Figure R?
- Using sentences, write the response on p. 69.
- Review the performance criteria questions on p. 70. Can you use these questions in your classroom? If not, how can you adapt them so you could?
- Review the student review checklist on pages 71-72. Can you use it with your students? If not, how can you adapt it so you could?
- Use the space on pages 72-73 to choose one of the question prompts you generated in Part 2 to apply the ANSWER Routine to produce a response. Share your example with colleagues.

## **Part 5: Effective Feedback to Students**

- Answer the questions in the activity on p. 79. Share your answers with colleagues.
- Review the list of feedback guidelines at the top of p. 80. Which items do you use on a regular basis? Which items would you like to use more often?
- Review the *Teacher Feedback Checklist* on pages 82-83. Can you use this to give feedback to your students? If not, how can you adapt it so you could?
- Complete the activity on pages 84-87. Use the sample response provided in the activity response pages.

### **Action Plan**

- Complete the action steps activity on pages 91-94. Share your plan with colleagues.